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ABSTRACT

This unit of instruction on personal characteristics needed for successful employment is designed especially for use with all levels of vocational agriculture students. Special emphasis is given to the 10 most important personal characteristics as identified through recent research. A unit plan discusses the general aims and goals, lesson titles, student and teacher activities, and references. The unit consists of eight lessons. A lesson plan for each lesson provides these components: need; references; objectives; interest approach; an outline of key questions, problems, and concerns with appropriate teaching techniques and information; application and followup; and transparency masters, exercises, handouts, and/or worksheets. Lesson topics are: establishing personal goals, using time wisely, becoming a resourceful employee, becoming an effective listener on the job, working with people on the job, making the most of one's individual and group leadership skills, personal motivation--key to success on the job, and a look at one's performance on the job. (YLB)

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# PERSONAL CHARACTERISTICS NEEDED FOR SUCCESSFUL EMPLOYMENT

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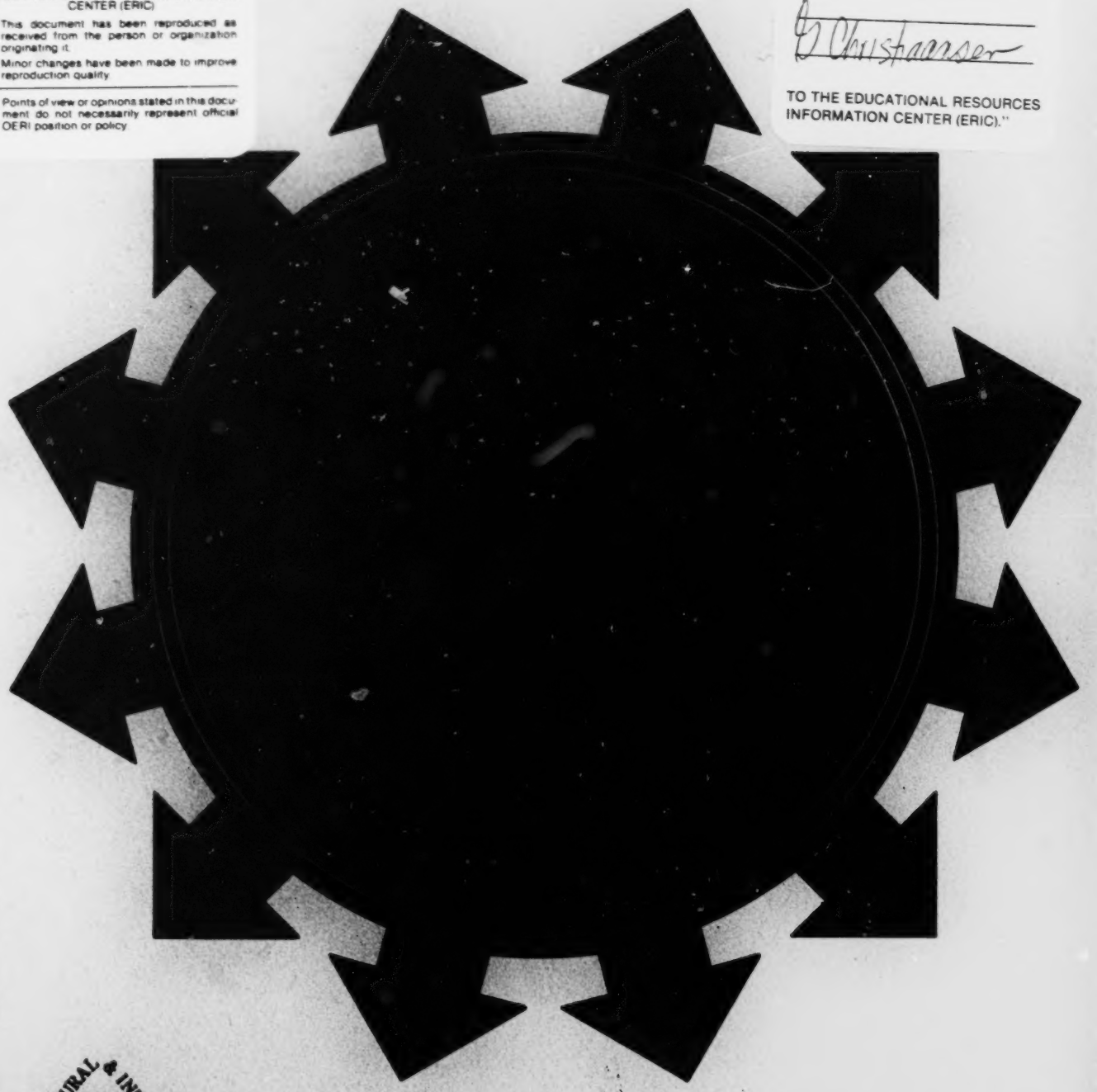

CE045528

Agricultural & Industrial Education, Montana State University, Bozeman

1986 Revision

# PERSONAL CHARACTERISTICS NEEDED FOR SUCCESSFUL EMPLOYMENT

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Montana Office of Public Instruction
Department of Vocational Education
Services

Montana State University
Department of Agricultural & Industrial Education
Room 126, Cheever Hall, Bozeman, Montana
July, 1986

# FORWARD

This unit of instruction has been designed for use with all levels of vocational agriculture students. For your convenience, the material has been prepared to fit into a three-ring, loose-leaf notebook. Other material that is prepared to accompany this unit of instruction will be prepared in a similar manner.

The instructor should study the entire unit carefully before attempting to teach any of the lessons. Key concepts are presented to meet specific objectives, but all material that is needed may not be provided. Special emphasis has been given to the 10 most important personal characteristics as identified through a recent departmental research effort. Each instructor should look for ways to include other material where possible and appropriate. Please note that there is much more material that could be included with each of the lessons if time permits and the need is evident for students with specific career goals.

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Unit: Personal Characteristics Needed for Successful Employment

Situation:

Many workers in agriculture lose their jobs, not because they do not have technical skills, but because they cannot get along with other workers and supervisors. In addition, many agricultural businesses fail because of the lack of leadership ability of the owners and managers.

It is essential that vocational agriculture students be given the opportunity to participate in activities designed to develop their leadership potential. Leadership development must be an integral part of the training program.

General Aims and Goals:

1. To provide opportunity to improve the listening skills.
2. To illustrate how one's time can be used more effectively.
3. To improve workers' ability to work in harmony with others.
4. To improve worker's decision-making ability.
5. To identify ways to establish personal goals.
6. To learn how to determine personal progress.
7. To study the importance of motivation on the job.
8. To help students see themselves as others see them.
9. To develop a good self concept.

Lesson Titles:

1. Establishing Personal Goals
2. Using Time Wisely
3. Becoming a Resourceful Employee
4. Becoming an Effective Listener on the Job
5. Working with People on the Job
6. Making the Most of Your Individual and Group Leadership Skills
7. Personal Motivation, Key to Success on the Job
8. A Look at One Performance on the Job

Student Activities:

1. Prepare Career Goals
2. Prepare Task Lists
3. Conduct Interviews
4. Complete Personality Tests
5. Complete Performance Evaluation

Teacher Activities:

1. Obtain Teaching Resources
2. Prepare Handouts and Overheads
3. Arrange for Guest Speakers
4. Identify and Order Appropriate Films

References:

Current material available in the school library.

Cvancara & Weaver, Leadership Development Through Planned Instruction in Vocational Education, Research Coordinating Unit, Commission for Vocational Education, Olympia, Washington, Aug. 1982.

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Stewart, Bob R., Leadership for Agricultural Industry. McGraw-Hill Book Company, New York, NY, 1978.

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 1: Establishing Personal Goals

Need:

While one is young is not too early to begin to set goals for the future. Most students will agree that they need to set goals, but only a very few really understand how. The students in the class may need to decide if they are going to attend college or stay at home and join the family business. Even setting daily goals such as finishing a term paper or a shop project can be very important to one's future success.

References:

Leadership Development Through Planned Instruction in Vocational Education, Cvancara and Weaver.

Objectives:

Given the student's individual personality and ability, they will be able to establish meaningful short and long-range goals for any area of their life.

Interest Approach:

Divide the class in groups of two or three and give each group a generous quantity of small blocks. Have each group set a goal of how many blocks they can stack in a vertical column in one minute so they will not fall.

Task One: Estimate the number of blocks that you can stack in a single vertical column in a one-minute period of time. You will receive "profit points" based upon the number of blocks you stack in relationship to the goal you establish.

For example, if you set a goal of 20 blocks, you will receive 10 points for each block you stack up to your goal, and 5 points for each block you stack beyond your goal. Therefore, if you stack 23 blocks within the specified time period with a goal of 20, you will receive 215 points. (20 blocks x 10 pts. = 200 points plus 3 blocks at 5 points = 215 points).

However, if you stack only 17 blocks with a goal of 20, you receive only 5 points per block. (17 blocks x 5 pts. = 85 points). You must reach your goal if you are to receive the 10 points per block stacked.

| Key Questions, Problems, and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. What are some areas of our life for which we must set both long and short-range goals. | a. Use OH 1. Fill in areas that are suggested by the students. The areas suggested may include:<br>1. School<br>2. Spiritual<br>3. Funds<br>4. Health<br>5. Job<br>6. Family |
| 2. Why is goal setting vital to success? | a. It gets information to the subconscious.<br>b. If clearly defined and thought about over a period of time, we commit them to the subconscious. Writing helps in the process.<br>c. Committing goals to the subconscious helps bring imagined pictures to reality.<br>d. They provide inner direction rather than other forces.<br>e. Goals help provide energy and drive towards achievement.<br>f. Goal-setting makes one more efficient in use of time and resources. Goals suggest an action orientation rather than passive orientatioon.<br>g. Goal-setters consider setbacks to be temporary. |
| 3. What are the rules for personal goal setting? | a. Goals should be balanced encompassing all aspects of your life.<br>b. Goals should be the basis for setting priorities. Goals should be consistant and compatible.<br>c. Goals should be constructive and positive. |

d. Set goals that are realistic and attainable. Attach a time table to goals established.

e. Word goals so that you know when you have achieved them.

f. Set realistic time restrictions.

g. Keep your goals confidential. Share them with people who can help you attain them.

4. How can we establish personal goals?

Step 1: Look at the big picture.
a. Give each student a copy of the goal wheel. Each spoke may become an area of their life for which goals must be set. (OH 2 and Handout)

Step 2: Begin to list some goals.
a. Develop one goal for each spoke of the goal wheel.

b. Make sure the goals are not working against each other.

c. Make sure all goals are taking you in the same general direction.

d. Provide each student with a goal sheet. (Handout 1 A & B)

Step 3: Construct images with your goals. (Handout 1 A & B)
a. Write your goals so you can see what you want instead of seeing what you want to avoid.

b. Picture in your mind what you want to accomplish.

c. Example: Don't set a goal to not lose your temper. Rather, set a goal to maintain a calm, poised personality with easily controlled emotions.

Step 4: Draw a clear picture of your goal. (Handout 2)
a. Draw a picture of what you want.

b. If you can draw a picture, you have a clear image of your goal.

c. Draw pictures of what you will look like when you are finished.

Step 5: Accomplish the end result.

a. Lock onto the end result.

b. Picture in the mind the goals as if it were already accomplished.

c. You should remember that whether the goal is "inside you" characteristic or habit change or an "outside you" possession or material change, your goal is stated the same way.

d. List your goals as if they were already finished.

Step 6: Be accountable.

a. Never use such phrases, "It is not my fault."

b. Rather think "If it's to be - it's up to me."

c. List your goals and some personal action steps. (Handout 3)

Step 7: Set time limits.

a. If too long, you may procrastinate.

b. If too short, you will feel pressured for time to accomplish your goal.

Step 8: Share your goals only with those who can help you accomplish them.

a. Verbalizing your goals to others will help establish imprints of these goals in your mind.

b. Share your goals with those who can help you accomplish them.

Step 9: Reestablish your goals.

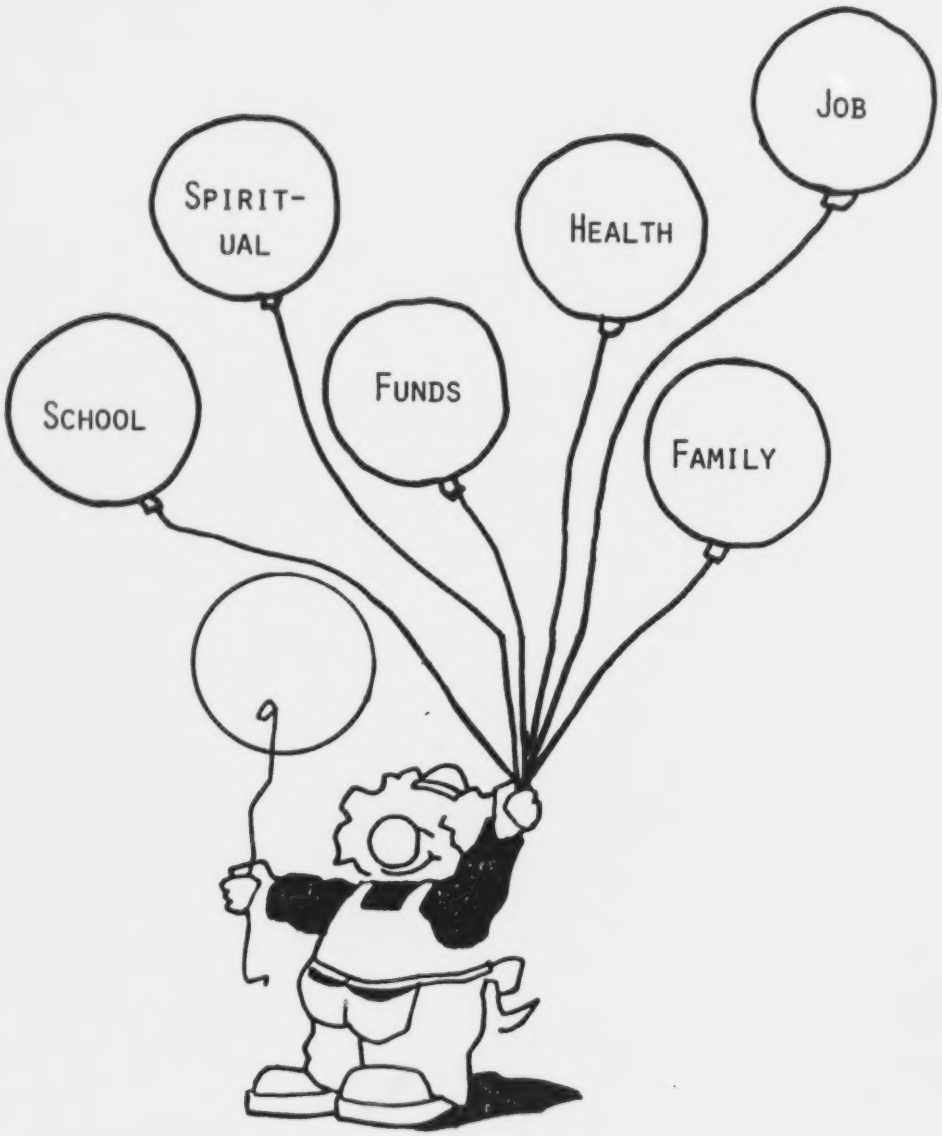
a. Reconsider your original goals.

b. Rewrite your goals based on level of achievement.

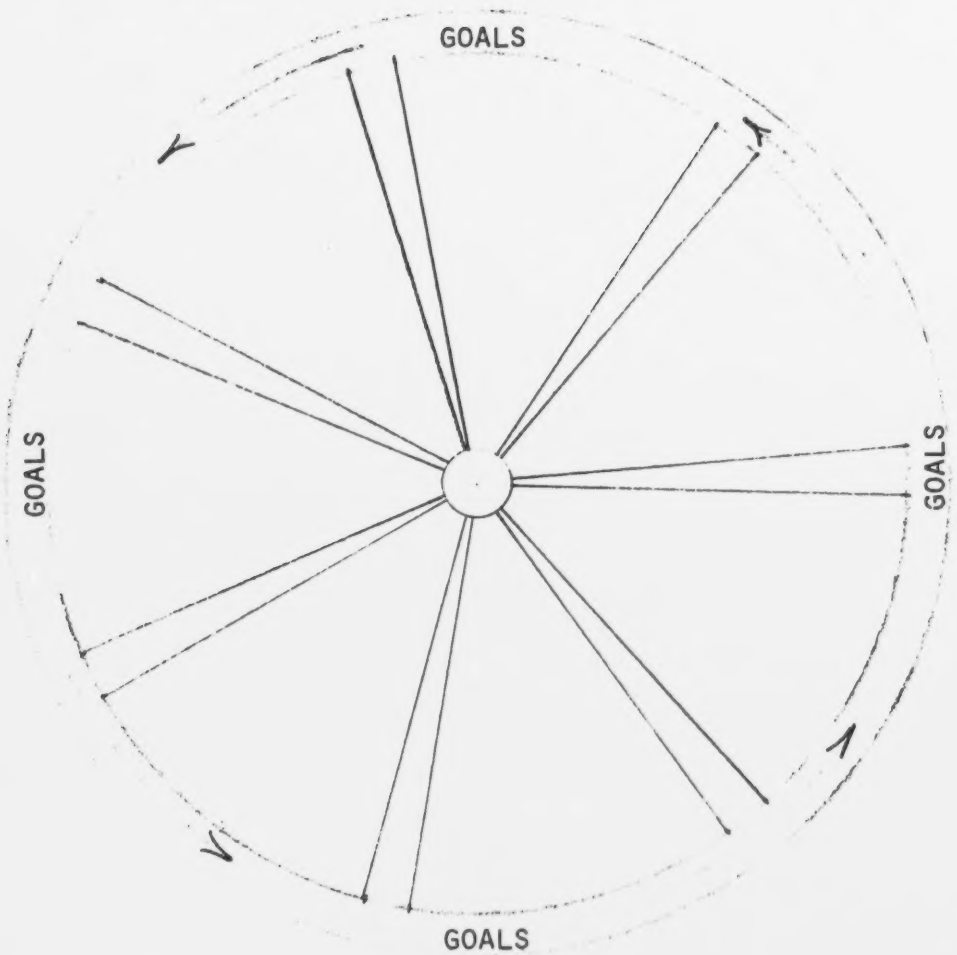
Application and Followup:

Have the students select another area identified in the first part of this lesson. Ask them to prepare goal statements and end results. Encourage them to follow this plan.

# GOALS IN LIFE



# GOAL WHEEL



# WRITE SOME GOALS

A = GOAL

B = END RESULTS

EXAMPLE: I WILL AVOID USING DRUGS AND/OR ALCOHOL.

1. I WILL FEEL BETTER ABOUT MYSELF.
2. I WILL NOT FEEL GUILTY.
3. I WILL HAVE A GOOD REPUTATION.

1. _____

2. _____

3. _____

1. _____

2. _____

3. _____

# PICTURES OF MY GOALS

1.

2.

3.

# MY PERSONAL GOALS

| GOALS | PERSONAL ACTION STEPS |
|---|---|
| EXAMPLE: I WOULD NOT USE DRUGS AND/OR ALCOHOL. | A. I WILL STAY AWAY FROM WHERE DRUGS ARE USED.<br>B. I WILL NOT ASSOCIATE WITH THOSE WHO USE DRUGS.<br>C. I WILL KEEP MYSELF PHYSICALLY HEALTHY. |
| 1. _____ | A. _____<br>B. _____<br>C. _____ |
| 2. _____ | A. _____<br>B. _____<br>C. _____ |

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 2: Using Time On the Job Wisely

Need:

Much of the loss in productivity in the workplace is due to ineffective use of time. Research findings show that workers spend nearly 5 hours per forty-hour workweek not working. This alone adds up to a tremendous amount of time lost; time that could be used productively. Many people lose their job because they don't use time wisely. Perhaps they don't understand how to plan effectively. The old saying, "Time is money" is right. We need to invest our time so it earns dividends.

References:

How to Get Control of Your Time and Your Life, Lakein (A good teacher reference)

Objectives:

Given a total of 24 hours, 1440 minutes or 86,400 seconds every day, the students will be able to describe how they would go about making wise use of that time on the job or in the business.

Interest Approach:

Use OH 1 to illustrate the value of time to each individual in the class. Someone has decided to give you $86,400 every morning. You can carry over no balance from day to day and you cannot keep cash in your account. Every evening whatever amount is left in your account is taken out before the next morning. What would you do? (Draw out every cent.)

Now think about the 1st National Bank of Time, OH 1. Every morning it credits you with 86,400 seconds. Every night it cancels out whatever amount of this time you have failed to invest to good purpose. No balances are carried over. No overdrafts are permitted. Each day opens a new account for you. Each night it burns the records of the day. If you fail to use the day's deposits, the loss is yours.

There is no going back. There is no drawing against tomorrow. You must live in the present and on today's deposits. How can you invest your time so as to get the most out of life?

| Key Questions, Problems and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. What is time? | a. An inflexible resource that cannot be managed in any way; it must be used. |
| 2. Why can't time be controlled or managed? | a. We can't see it. We can't hear it. We can't taste it. We can physically experience time. |
| 3. Why is time so important in the workplace? | a. Time is really what the worker is trading for a paycheck.<br>b. Time lost, can never be replaced.<br>c. The whole business world operates on the basis of blocks of time. |
| 4. What is the traditional recipe of time? | a. Use OH 2<br>1. 8 hours sleep +<br>2. 8 hours relaxation +<br>3. 8 hours work =<br>24 hours |
| 5. How much time do we actually spend in each of the 3 areas? | a. Use OH 3. In a week's time the average American spends:<br>1. Sleep: 56 hours or 33% of the time<br>2. Free time: 34 hours or 20% of the time<br>3. Obligation Activities: 78 hours or 47% of the time.<br>4. The 78 hours or the 47% of the time is our major concern in this lesson. |
| 6. How can we lose or abuse time? | a. This would be a good discussion question. The following could be discussed.<br>1. Start a task without all of the facts.<br>2. Lack conviction for what we are doing.<br>3. Lacking a starting point for the task. |

4. Go at something with tunnel vision.
5. Fatigue on the job.
6. Note: This list could be expanded considerably.

7. Consider some time wasters you will run into on the job. (Discuss as needed)

a. Time is lost in many ways on the job. Among the many are:
1. The drop-in visitor
2. The telephone
3. Paperwork, reading and reports
4. Paperwork, letters and memos
5. Travel
6. Meetings
7. Ineffective communication
8. Procrastination
9. Ineffective delegation of work
10. The cluttered desk or workplace.
a. If you don't need a desk or workbench, get rid of it.
b. If you have a desk or workbench, choose the right size.
c. You should be able to see the top of your workbench or desk.
d. Learn the art of waste-basketry.
11. Personal Disorganization
12. Lack of Self-Discipline and Self-Control

8. How can an individual make better use of his/her time?

a. Each person's job will be different, but here are a few general ideas that will save time. Adapt or modify these to fit your needs.
1. Use overhead or handout number to discuss this question.

9. How can you adjust the physical facilities to save time?

a. It is suprising how much different the work area can make.
1. Arrange the office or work area effectively.
2. Face your desk or workbench away from distractions.

3. Use appropriate lighting, ventilation, and color.
4. Make your office or work area a place where you like to work.
5. Adjust sound level when possible.

10. How can we analyze your time on task?

a. Employers take notice when an employee uses time wisely.
   1. Time is always being expanded. Start by recording the time used.
   2. After a period of time, summarize your time.
   3. Is your time being spent where the priorities are?
   4. What are you doing that others should be doing?
   5. Are you using your "prime" time for major tasks.
   6. What are you doing that doesn't really need to be done?
   7. What do I do that wastes the time of others.
   8. Is time allowed for interruption?

11. What steps can be taken to organize your time and improve your efficiency?

Step 1: Make a list of the tasks to be done during the day.
a. Keep the list simple.
b. Remember, it is your list.

Step 2: Prioritize your list of tasks.
a. Give high priority to the tasks that are critical and have high payoff.

b. Some low pay off tasks must be done to enable you to complete the other tasks efficiently.

Step 3: Decide who will perform the tasks.
a. Usually there is one person more efficient at a task.

Step 4: Get started quickly.

a. Thinking about a task never gets it done.

b. All workers will have to do some tasks they don't like.

In Summary

a. Ten time management techniques for the busy employer or employee. (OH 4)

Application and Followup:

Have the students prepare a list of tasks they must perform for a typical day which is in the near future. Ask the students to rank the tasks by placing them in piles A, B, and C with the "A" pile being the most important. Ask the students to report their reaction to planning their day's activities.

# 1ST NATIONAL BANK OF TIME

YOUR INDIVIDUAL CHECKING ACCOUNT OF TIME FOR TODAY IS AS FOLLOWS:

24 HOURS

OR

1440 MINUTES

OR

86,400 SECONDS

# TRADITIONAL RECIPE OF TIME

8 HOURS SLEEP

8 HOURS RELAXATION

8 HOURS WORK

# HOW DOES THE AVERAGE AMERICAN SPEND THEIR TIME?

<u>FREE TIME</u> = 34 HOURS OR 20% OF THE TIME.

<u>OBLIGATION ACTIVITIES</u> = 78 HOURS OR 47% OF THE TIME.

<u>SLEEP</u> = 56 HOURS OR 33% OF THE TIME.

ONE FULL WEEK OF TIME

# 10 TIME MANAGEMENT TECHNIQUES

1. DEVELOP OR ADOPT A GOOD FILING SYSTEM.
2. KEEP ALERT FOR NEW, MORE EFFICIENT WAYS OF WORKING.
3. SET PRIORITIES AND STICK TO THEM.
4. ANALYZE YOUR TIME AND ELIMINATE UNNECESSARY ACTIVITIES.
5. WORK TOWARD QUICK SOLUTIONS TO PROBLEMS.
6. TRY TO COMPLETE EACH TASK YOU START WITHOUT LEAVING IT.
7. DELEGATE RESPONSIBILITY WHEN APPROPRIATE.
8. MAINTAIN AN ORGANIZED WORK AREA.
9. DON'T PROCRASTINATE.
10. COMMUNICATE EFFECTIVELY.

UNIT: Developing Personal Characteristics

Lesson 3: Become a More Resourceful Employee

Need:

One of the highest compliments that an employer can pay to an employee is that he/she is resourceful. Resourcefulness is a quality that employers seek in an employee. It is an employee quality that will mean extra money in the pay envelope. The entrepreneur whose aim is to make a profit at the risk of loss must be resourceful. However, becoming resourceful requires some doing.

References:

Succeeding in the World of Work, Kimbrell, Vineyard
Leadership Development Through Planned Instruction in Vocational Education, Cvancara and Weaver.

Objectives:

Given the individual's talents and ability they will be able to show evidence that they can be creative using the material at hand to solve a problem.

Interest Approach:

Divide the class into groups of 3 or 4 students each. Provide each group with the same building material. Examples might be soda straws, ice cream sticks, light cardboard and scissors. Make certain each group has the same material. Give the students the following instructions:

You are to design and build a tower which will support a baseball as high off the floor as possible. No props such as walls or chairs may be used. The group will be given 10 minutes to plan and 10 minutes to build. No construction is allowed during planning. Each 10 minute-time period will be timed.

| Key Questions, Problems and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. Discuss how resourcefulness affects the outcome of the project above. | a. Several things could happen.<br>1. The group could give up and feel it is impossible.<br>2. The group could call on the expertise of each member of the group.<br>3. etc. |

2. What are the characteristics of a resourceful person?

a. Resourceful people may be hard to describe, but they do little things that make them different from the ordinary person.
   1. Resourceful people believe in getting ahead by standing out.
   2. They use their best ability and tools available to get the job done.
   3. They prepare workable solutions to future problems.
   4. Can work individually or as a member of a team.
   5. They do something and obstacles bring out the best in them.
   6. They can alter their plans to meet new circumstances.
   7. They call upon all of their resources: experience, knowledge, intelligence, and originality.

3. Resourceful workers can handle difficult and unexpected problems.

a. A good deal of what happens on the job will be unexpected.
   1. Learn to expect or anticipate the unexpected.
   2. Often the situation leaves no time to "look up the answer".
   3. They quickly shift into high gear of thought and action.
   4. If the unexpected problem is big, the resourceful person solves the little problems first.
   5. They separate the essentials from the unessentials before trying to solve the problem.
   6. Once they have clarified the problem they consider all alternative solutions.

4. What kind of "personal tools" does the resourceful person use?

a. Resourcefulness can not be plucked from the sky, but is based on knowledge.
   1. Knowledge is the material stored in the mind.

2. Resourcefulness is your readiness to use it.
3. To be resourceful, knowledge must be accompanied by judgment and skill.

b. They use all of the experiences they have had.
1. Remember similar problems.
2. Look for similar conditions.
3. Make sure past experiences are applicable to the present problems.

c. The resourceful person develops their power of thought and action.
1. They think about the problem that may arise.
2. They have a partial solution available before the problem arises.

5. Resourceful persons use their intelligence.

a. Resourceful people are not only highly intelligent. They use their knowledge wisely.
1. They use their intelligence to give order and direction to action.
2. They do not believe in luck and chance.
3. They are far-sighted people who foresee the course of events.

6. Resourceful persons are ingenious.

a. There are many opportunities on the job for a worker to display ingenuity and inventive skill.
1. They can improvise.
2. They may move ahead by trial and error if there are no directions.
3. They start to "put out the fire as soon as they smell smoke".
4. They believe they can do a job.
5. They are very self-confident.

7. What personal qualities does a resourceful person have?

   a. The person usually has certain personal qualities.
      1. Calmness
      2. Analytic skill
      3. Originality
      4. Courage
      5. Common sense

   b. A resourceful person is reluctant to admit that something desirable is impossible.

8. Some other qualities of a resourceful person.

   a. He/She starts to think long before the critical situation arises.

   b. He/She refuses to allow his mind to become standardized.

   c. He/She trains themselves in being quick to realize what is involved.

Application and Followup:

Have some fun with being resourceful. Solve the following riddle.

Three missionaries and three cannibals came to a river and decided to cross. All the missionaries can row, but only one cannibal has been taught to do this. The trips must be arranged so that the cannibals will never outnumber the missionaries. In other words, one missionary must never be in the company of two cannibals, or two missionaries with three cannibals. They were able to get across, but how was it done?

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 4: Becoming an Effective Listener on the Job

Need:

One of the biggest blocks to personal communication in the workplace is the worker's inability to listen carefully to what others are saying. We spend about 45% of our communication time listening. When instructions are given on the job, workers must hear the instructions before they can do what the employer wants. Good listening habits must be acquired if one is to become a good communicator.

References:

MONTGUIDE: Talk About Listening, Lind and Larson.

Objectives:

1. Given an actual work place or a series of role playing situations, the students will be able to display active listening behavior.

2. Given a group situation, the students will be able to participate in group discussion.

Interest Approach:

Use the listening test to remind the students of the importance of listening. Then read the descriptive statement, ask the questions to let the students determine how good they are at listening.

| Key Questions, Problems, and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. Open the discussion by having the students suggest reasons why they need to be good listeners. | a. Good reasons to be good listeners may include: (only examples)<br>1. To avoid having to repeat messages.<br>2. To avoid wasting time.<br>3. To improve personal relationships.<br>4. To avoid costly mistakes.<br>5. To improve morale.<br>6. To make others feel important. |
| 2. How important is accurate listening? | a. Using the paragraph exercise, have the students summarize what they hear. (Worksheet 1) |

b. Discuss these questions.
   1. Why are listening skills important?
   2. The role interpretation plays in communication.
   3. Why do some of us hear differently than others?

3. Analyze your own listening skills. Note: The teacher should use worksheet 2.

   a. Questions for discussion following the exercise.
      1. Are you a good listener?
      2. What can you do to be a better listener?
      3. Why is accurate communication important?
      4. Why are rumors hazardous?

4. What are the stages of listening?

   a. Use OH 2, 3, 4 and 5 to discuss the following stages of testing:
      1. Stage 1: Sensing
      2. Stage 2: Interpreting
      3. Stage 3: Evaluating
      4. Stage 4: Responding

5. What is meant by "Selective Listening".

   a. As listeners, we only listen for what we want to hear.

   b. Which remark is easier to hear? "You may have the car tonight.", or "Will you clean the garage?".

6. Seven guidelines to good listening.

   a. Tune in on station, "WII-FM": "What's In It For Me?" (OH-1)

   b. Listen for content, not for style. (OH-2)

   c. If you have a closed mind, open it. (OH-3)

   d. Concentrate more effectively. (OH-4)

   e. Listen to understand. (OH-5)

   f. Exercise your mind. (OH-6)

   g. Decide you want to become a good listener. (OH-7)

7. Summarize

   a. Ten keys to effective listening. (OH-8)

## Listening Test

Instructions: Try this listening game to see how well you understand directions and how quickly you can follow them. Some of the questions are nonsense, but they are a good test of your listening ability. Number your paper 1-9. The teacher will read each direction once only, pausing briefly for you to follow it. This is a listening test.

1. Write yes no matter what letter your name begins with.
2. Of the words hammer and nail, write the shorter.
3. Write no even if you think cement is heavier than feathers.
4. Write the number 2, 7, 9, 5, 8 and circle the largest.
5. If you circled 7, make a square, if not make a cross.
6. If screwdrivers screw screws, complete this sentence.
   Hammers pound _____.
7. If 3 x 2 = 8 make a circle, if not make two dots.
8. Give a wrong answer to this question. Does wood come from trees?
9. If Washington was the first President of the United States, write the shorter of the words red and green, if he was not sign your name.
10. Have students give oral directions for locating a certain unnamed business house in the vicinity. The other students should be able to place the business if the directions are clear.

# LISTENING EXERCISE

Activity: Use the sample paragraph below or any other paragraph. The teacher should read the paragraph aloud. Students volunteer to summarize the essence of the paragraph in one sentence, using their own words.

Ground Rule: No discussion of each person's respnse will take place until all have said what they heard. It is best to have each person write their summary and then read it aloud. This skill practice shows the differences in interpretation which may result from the same material. The most effective kind of sample paragraph to use is one in which there is an emotional or loaded word near the beginning. It is important in evaluation that you make it clear there is no right or wrong answer, but that our purpose is to show how differently we hear each other and how important it is to test our summary on the group before we report it as their thinking.

Sample Paragraph:

"The United Nations, we must remember, is in part a communist organization. The Communists always have at least one seat in its major policy making body, the Security Council, and the Soviet Union's permanent veto power in that body, allows the Kremlin to block any action on a substantial issue, that is contrary to its interests."

Discussion Questions:

1. Why are listening skills important?
2. What role does interpretation play in communication?
3. Why do some of us hear differently than others?

## Listening Skill Practice

Procedure:

The purpose of this skill practice is to show how differently people hear what someone said and also how habitual it is with most of us to think about what we are going to say while someone else is talking.

Leader explains a little of the theory of communication illustrating the distortion from sender to receiver. An excellent example is the children's game where a statement is passes from person to person. The final statement seldom resembles the original.

Each person is asked to summarize what the preceding person said to his/her satisfaction before stating his/her own opinion. Each person who speaks calls on the next one to give her/his opinion or you may allow people to speak at random. Summarizer must not use the exact words of preceding speaker. Any topic which is one of opinion can be used, (i.e., "Should marajuana be legal?" or "Should the driving age be raised to 18?"). This is a leaderless discussion and should not go on for more than 15 minutes.

Evaluation questions:

1. Are you a good listener?
2. What can you do to be a better listener?
3. Can you easily express you opinion to others even though you know it differs from theirs?
4. Why is this an important skill?
5. Why is accurate communication important?
6. Why are rumors so hazardous on the job?
7. What can you do to end rumors on the job?

# Tune in on Station "WII-FM"

1. Do not allow yourself to be a mere collector of facts.

2. Listen for ideas and themes.

3. While listening, ask yourself:
   A. Why am I being told this fact?
   B. What does it lead to?
   C. What is there here that I can use?
   D. Is there something in what is being said that I can cash in on - some worthwhile ideas I can use?

## LISTEN FOR CONTENT, NOT FOR STYLE.

1. CONTENT IS THE ESSENCE OF ANY MESSAGE. DELIVERY IS SECONDARY.
2. WHAT IS SAID IS MORE IMPORTANT THAN HOW IT IS SAID.
3. GOOD LISTENERS LOOK FOR AND LOCK IN ON CONTENT.
4. A PERSON WHO SPEAKS WITH AN AIR OF AUTHORITY MAY STILL BE DEAD WRONG.
5. THE UNPOLISHED SPEAKER MAY REALLY HAVE SOMETHING IMPORTANT TO SAY.

# IF YOUR MIND IS CLOSED, OPEN IT UP AND LET IN SOME FRESH IDEAS.

## (Listen Optimistically)

1. Something will always fall into an open mind.
2. Listen for new ideas even though your mind is made up.
3. We can become interested in almost any subject.
4. When we listen to new material with an optimistic attitude we find exciting things happening.

# CONCENTRATE MORE EFFECTIVELY
## (Don't Jump to Conclusions)

1. Jumping to conclusions is a common fault among listeners.

2. Sometimes we hear the beginning of what someone is saying and we figure we can fill in the rest. Later we are convinced that the speaker said what we thought he/she had said. We are often wrong.

3. What should we do?
   A. Don't assume we know what is coming next.
   B. Wait.
   C. Keep listening.
   D. Pay attention.
   E. Clear your head of your own ideas and listen.

# LISTEN TO UNDERSTAND

1. We usually wait for other people to finish speaking so we can speak.
2. Successful listeners are flexible listeners.
3. Try to determine early how the speaker has organized his/her ideas.
4. You may need to make notes about the facts.
5. The other person's speaking time should be our listening time.
6. Learn to really understand while you listen.

# EXERCISE YOUR MIND

1. Avoid distractions either by removing them, or resist the impulse to give in to them.

2. Be relaxed, but attentive. You must have an open and interested mind.

3. Don't wait for the speaker to capture you. Focus on the speaker.

4. Look at listening as an opportunity.

5. Listen the way you would like other people to listen to you.

6. Fight whatever interfers with your concentration.

# DECIDE YOU WANT TO BECOME A GOOD LISTENER

1. A GOOD LISTENER WORKS AT LISTENING AND LETS THE SPEAKER KNOW IT.

2. A GOOD LISTENER GIVES FEEDBACK.

3. WHEN POSSIBLE, A GOOD LISTENER, REPEATS WHAT THE SPEAKER HAS TOLD HIM/HER IN THEIR OWN WORDS.

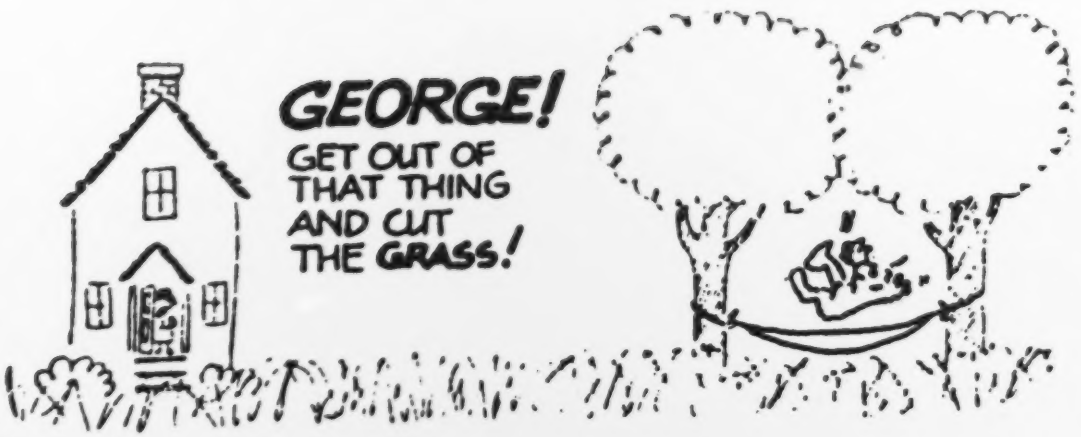
4. A GOOD LISTENER ASKS QUESTIONS WHEN HE/SHE DOESN'T UNDERSTAND.

5. LISTENING IS HARD WORK, BUT IT IS REWARDING. WORK AT LISTENING.

# TEN KEYS TO EFFECTIVE LISTENING

1. LISTEN FOR IDEAS, NOT FACTS.
2. JUDGE CONTENT, NOT DELIVERY.
3. LISTEN OPTIMISTICALLY.
4. DON'T JUMP TO CONCLUSIONS.
5. ADJUST YOUR NOTE-TAKING TO THE SPEAKER.
6. CONCENTRATE
7. THOUGHTS BREAK THE SOUND BARRIER.
8. WORK AT LISTENING.
9. KEEP YOUR MIND OPEN. . . HOLD EMOTIONS IN CHECK.
10. EXERCISE YOUR MIND.

# THE STAGES OF LISTENING




## STAGE 1

SENSING: SO FAR, SO GOOD.

GEORGE HAS SENSED THE MESSAGE.

SO HAVE SEVENTEEN OF HIS NEIGHBORS.

# THE STAGES OF LISTENING

STAGE 2

INTERPRETING: GEORGE IS GOING INTO THE HOUSE FOR A PROPER MESSAGE INTERPRETATION.
HIS WIFE'S EYES TURN DARK BLUE WHEN SHE MEANS BUSINESS.
HE NEEDS TO LOOK AT HER EYES.

THE NEIGHBORS UNDERSTAND HER MESSAGE TO MEAN THAT SHE IS JUST AS FED UP AS THEY ARE WITH THE SITUATION, AND THAT GEORGE WILL BE IN TROUBLE IF HE DOESN'T START CUTTING THE GRASS SOON.

STAGE 3

EVALUATING: HER EYES WERE DARK BLUE.
GEORGE IS NOW APPRAISING HIS OPTIONS.
HE CAN RUIN A PERFECTLY LOVELY DAY BY CUTTING THE GRASS.
OR, HE CAN RUIN A PERFECTLY LOVELY DAY BY HAVING HIS WIFE MAD AT HIM.

HIS NEIGHBORS ARE EVALUATING THEIR OPTIONS.
THEY CAN EITHER STAY OUT OF IT, OR THEY CAN GO OVER AND HELP GEORGE FIND HIS LAWNMOWER.

# THE STAGES OF LISTENING

## STAGE 4

RESPONDING: GEORGE SELECTED A COMPROMISE AS HIS RESPONSE. HE DECIDED THAT HE WOULD CUT THE GRASS ONLY IF HE COULD FIND HIS LAWNMOWER, AND THAT HE WOULD SPEND TEN MINUTES EVERY OTHER SATURDAY LOOKING FOR IT.

AT THAT MOMENT, HIS SEVENTEEN NEIGHBORS DROPPED BY AND ASKED GEORGE WHAT HIS LAWNMOWER WAS DOING UNDER THE HAMMOCK. GEORGE SAID HIS WIFE MUST HAVE PUT IT THERE LAST WINTER AFTER SHE GOT TIRED OF HAVING IT IN THE KITCHEN.

GEORGE THANKED HIS NEIGHBORS FOR FINDING HIS MOWER AND PROCEEDED TO CUT THE GRASS.
HIS WIFE CALLED ALL SEVENTEEN AND THANKED THEM FOR BEING SUCH GOOD LISTENERS.

DOESN'T THE GRASS LOOK NICE?

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 5: Working With People on the Job

Need:

The ability to get along well with people when on the job is a prime attribute of any business person or employee. Getting along with others is an absolute necessity for us to maintain peace of mind. No one can live in an impersonal way. Research shows that lack of appropriate personal characteristics rather than a person's inability to perform technical skills most often causes individuals to fail on their first job. Working in harmony with coworkers is one personal characteristic that is extremely important.

References:

Leadership Development Through Planned Instruction in Vocational Education, Cvancara and Weaver
Effective Communication, Sharpe
Group Communication, Sharpe

Objectives:

Given the actual business or job, the students will be able to demonstrate their ability to work in harmony with coworkers in order to advance on the job.

Interest Approach:

Divide the group into small groups of four. Have a large supply of materials such as cardboard boxes, crayons, paste, glue, magazines, and string available.

The group of four should be divided into two groups of two. Two of the members are to decide on an item that they want to construct, and the other two members are to support and help in any way they can to insure success. At the end of 15 minutes, the members who did the construction activity shares with the total group, as to what the construction means or represents. Following this period, a general discussion should be held concerning the feelings about the supportive member. Did it help? Did you work harder? Was it important to you?

Relevant comments or principles should be summarized and reinforced. The following guiding statement of Hunter (1972) is helpful.

> "Many people actually interfere with the work of the group, without necessarily meaning to do so, by dominating the conversation and preventing others from participating or by attempting to smother controversy which needs to surface and be faced before any workable solutions can be achieved."

| Key Questions, Problems, and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. What two truths must we understand in order to get along with others? | a. Each of us is a different person. Many times we don't know to what degree we are different or why we are different.<br><br>b. Each of us acts and reacts in a different environment. |
| 2. What are some of the "big" things we must do to get along with others? | a. Once we can accept the fact we are all different we can begin to appreciate the things we have to do to get along.<br><br>1. Spend more time listening to what others have to say.<br>a. Pay attention to their special interests.<br>b. Watch for the things about people that others ignore.<br><br>2. While listening, examine and appraise.<br>a. Look at the subject from the other person's point of view.<br>b. By doing so you can help him/her see the good points of your plan.<br>c. You can generally understand the other person if you know all of the pertinent facts. |

3. Show a sympathetic interest.
   a. Demonstrate your desire to understand.
   b. Sometimes we can use non-verbal language. (Nod of head, hand movement, etc.)

4. Be prepared to meet resistance.
   a. Present clear-cut ideas.
   b. Present our ideas in terms of the other person's interests.
   c. Remember, when you go fishing, you use bait the fish like, not bait you like.

3. In what way can we communicate ideas?

a. When we work with other people we must communicate ideas.

1. Try to determine what is in or on the other person's mind.

2. Time is needed to communicate ideas and cultivate their growth.
   a. The more complex the ideas the longer it takes.
   b. Don't try to rush acceptance.

3. Don't make people feel they are being told to do something.
   a. We all prefer to think we are acting on our own.
   b. Make people feel they are expressing their own ideas. (OH 1)

4. How should we give and receive criticism?

a. How should we give criticism.

1. Criticism should begin with praise and honest appreciation for what the person can do well.

2. Then move to a discussion of how things can be done better.

3. This approach shows an honest desire to be helpful.

4. This approach recognizes the fact that we learn by making mistakes.

5. Remember, the better a person is at the job, the more mistakes they will make because they try more new things.

b. We get along best with people when we satisfy some of their wants.
   1. Be positive rather than negative.
   2. Look favorably on other people's motives.
   3. There are times to concede and conciliate.
   4. One can often get done what one wants by doing it the other person's way.
   5. On occasion it is wise to retreat and wait until a more favorable time.

5. When needed, how can we give personal recognition?

a. Most people crave a little personal recognition for what they do.

   1. True leaders do not hog the limelight.
      a. Give others a sense of importance.
      b. It is dangerous to ignore subordinates.

   2. Don't wait until trouble arrives before turning on the charm.

   3. Don't try to use flattery as the only way to recognize people.

4. Suggest ideas in such a way that it seems to originate in the other person's mind.

5. Admit our mistakes quickly and emphatically.

6. Discuss the 4 leading virtues people need who live and work with others.

a. Use OH 2 to discuss the virtues.
   1. Consistency
   2. Sincerity
   3. Courtesy
   4. Friendliness

b. People feel more secure around people who are <u>consistent</u>.
   1. We can learn to deal with consistency.
   2. We don't like to base decision on "whims" and "notions".

c. Sincerity is important because it deserves friends.
   1. We can't talk our way into friendship in business.
   2. We don't have to always agree with everything a person says.
   3. Sincerity enables us to work out our problems.

d. Don't ignore courtesy.

   1. Be considerate of others in little things.
      a. Refuse a request gracefully.
      b. Show respect for what others revere.
      c. Treat even bores with consideration.
      d. Be eager to do a favor.
      e. Be calm under provocation.
      f. Be affable under pressure.

   2. It is far better to outthink an opponent than to gain your way by bulldozing over people.

e. Friendliness is always needed.
   1. Take pains to oblige other people.
   2. Show an amiable spirit.

7. Practice the proven principles in getting along with people.

a. We have to be careful not to let personalities corrupt good principles. The question may not be "Who is right", but "What is right".

   1. Avoid focusing on other weaknesses rather than on their strengths.
      a. Everyone has problems.
      b. Everyone is short-suited in some quality.
      c. Do something to help overcome weaknesses.

   2. Practice going beyond the absolute necessary demands.

   3. Don't be quick to take the offense.
      a. Making criticisms gives a critic a feeling of importance.

   4. Practice self-control when working with people.
      a. Lack of self control gives an adversary an advantage over you.
      b. Generally, people feel the person who keeps his/her temper to be right.

   5. Be modest and moderate.
      a. A certain amount of dignity is attached to modesty.
      b. Modesty prompts a person to refrain from boasting of success.

   6. Have courage when working with people, but not braggart daring.
      a. There is always a time to retreat from a battle.

Application and Followup:

It would be good for your students to find out what other people have to say about getting along on the job. Perhaps some students could do some library research and others could interview some local business persons. Another approach would be to have the students pick out one of the four virtues: consistency, sincerity, courtesy or friendliness, and prepare a paper on how an individual might develop these qualities.

# WHEN TRYING TO COMMUNICATE IDEAS
# REMEMBER TO:

DON'T TRY TO DOMINATE

BUT

TRY TO INSPIRE

DON'T TRY TO STRIKE FEAR IN PEOPLE

BUT

TRY TO ENLIST THEIR GOODWILL

DON'T TRY TO GAIN A POINT BY FIGHTING

BUT

TRY TO MAKE PEOPLE WANT TO GET BEHIND THE PLAN

REMEMBER: ALWAYS GIVE AN OPPONENT A CHANCE TO "SAVE FACE".

# FOUR IMPORTANT VIRTUES

CONSISTENCY

SINCERITY

COURTESY

FRIENDLINESS

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 6: Personal Motivation, Key to Success on the Job

Need:

Can workers succeed on the job without being internally motivated? Most people would agree that it would be almost impossible. The "carrot-stick" approach may work for a very short time, but it is external motivation. Real motivation to do an excellent job must come from within each individual. Real internal motivation causes us to act in a positive way toward our job. When a beginning worker becomes motivated about the job, they become a more valuable and trusted employee.

References:

Leadership Development Through Planned Instruction in Vocational Education, Cvancara and Weaver
Current Literature on Self-Motivation
Leadership for Agricultural Industry, Stewart

Objective:

After reading about, discussing and talking with a motivated person, the students will be able to describe what kind of personal characteristics they will display on the job to be considered motivated.

Interest Approach:

Have each student identify a person they know who they consider to be highly motivated about the job they have. Using a "Brain Storming Technique", identify the personal characteristics these persons display.

| Key Questions, Problems and Concerns | Teaching Techniques and Information |
|---|---|
| 1. Distinguish between external motivation and internal motivation. | a. External Motivation: The desire to do something (achieve) because of some motives that come from outside an individual.<br>1. An FFA Award<br>2. An increase in pay.<br>3. Fear of losing a job. |

b. Internal Motivation: The desire to do something (achieve) is the result of a person's personal goals and desire to obtain them regardless of outside conditions.

c. The "carrot-and-stick" approach.
   1. A system of rewards and punishment.
   2. If we work hard we may get the carrot (external reward).
   3. If we don't work hard, the stick is usually applied.
   4. Discuss the disadvantages of such a system for both employer and employee.

2. What is the relationship between low-self motivation and success on the job?

a. Many management experts would classify job and financial security as low level motivators. These are external motivators.

   1. "High Level Motivation" which will result in "high level performance" must come from within us as individuals.

   2. Individual aspirations, values, self esteem and sensibility are the things that cause us to be self motivated.

3. How can an individual improve his/her internal motivation while on the job?

a. Many outside incentives can be provided for workers. However, each individual can help raise their own level of motivation while on the job.

   1. Seek new challenges to one's ability.

   2. Look for opportunities to exercise creativity.

   3. Be open to the employer's priorities.

4. Constantly strive to improve your job skills.

5. Constantly strive to improve your employer/ employee relationships.

6. Look for the "value" in the work that is being done.

7. Seek opportunities to show what you can do.

8. Encourage and help others to reach their full potential while on the job.

9. Don't take your anger and frustrations with you to the job.

10. Strive to develop your full potential on your job.

Note: It would be good to have the students discuss how the above can help an individual's motivation.

4. What are some steps we can take to become motivated before we go on the job.

a. Winners on the job see what they want. Losers on the job see what they want to avoid.

1. Step 1: Gather the correct information and develop the skills you will need on the job.
   a. Have confidence in yourself as you prepare for a job.
   b. Consider setbacks as temporary feedback signals.
   c. Practice the skills you will need on the job under supervision whenever possible.

Note: Remind the students that:
   a. Mistakes can be stepping stones to personal growth.
   b. It is alright to make mistakes. The mistakes can provide information to help us get back on track.

2. Step 2: Visualize the desired changes you want to make to help yourself be a better employee on the job.

3. Step 3: Allow yourself to learn from your mistakes as you prepare for the job of your choice.
   a. It is alright to make a mistake, just try not to make the same mistake twice.
   b. Those who never make mistakes never get ahead.

4. Step 4: Repeat your successes until they become a part of your subconscious.
   a. Always look for ways to improve your successes.
   b. Remember, you must be willing to change - be flexible.

5. How can we help motivate others on the job?

a. As we work on the job, don't always listen to radio station WIIFM. (What's In It For Me). Try to motivate others around you and it will improve your motivation. This will be very important when you become an employer or supervisor.

   1. Help others see the pay value and profitability of the job.

   2. Help people relax when faced with new tasks and new information.

3. Try to make tasks exciting. Be enthusiastic and help them see the end result.

4. Don't use restrictive phrases such as have to, can't, should, and ought.

5. Use constructive phrases such as want to, decide to, going to, intend to or choose to.

6. Offer praise and recognition for a job well done by:
   a. Praise the desired end result.
   b. Look for important items to praise.
   c. When in doubt, praise. Don't "put down". Praise the effort.
   d. Don't forget to congratulate others for a job well done.

Application & Followup:

Divide the class into two groups. Let one group be the employers and one group be the employees. Have each member of both panels speak briefly regarding how they can help the other group be more motivated and thus benefit both groups.

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 7: A Look at One's Performance on the Job

Need:

When on the job, we often do not have someone looking over our shoulders, telling us how well we are doing. Sometimes, the pink slip, or the notice of promotion, is the first time anyone will tell the worker how he/she is doing. Successful workers look at their own work and progress and determine how well they are meeting the expectations of their employer. All workers need to be able to evaluate their progress.

References:

Succeeding in the World of Work, Kimbrell and Vineyard
Seven Secrets of Peak Performance, Hunt
Personality Test

Objective:

Given an individual's personal characteristics, data and an evaluation form, the students should be able to evaluate their personal characteristics so the results closely match a similar evaluation made by an employer or peers.

Interest Approach:

Handout the material entitled, "Terminating the Job". Give the students an opportunity to read the material. Then have a discussion with the students giving them an opportunity to describe the personal characteristics they feel Bob possesses. Should Bob have been able to tell he was heading for some trouble? What really cost him his job? How could he have avoided the lose of his job and maintained a good attitude.

| Key Questions, Problems and Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. General comments - The first job. | a. The years you have spent in preparation to go to work are, to some extent, on the line when you are on that first job.<br>1. It is on this first job that a person cuts his/her eye teeth. |

2. Your task is to perform well the duties given.

3. You need to establish confidence in your knowledge, perseverance and enterprise.

4. You must earn the right to move to a second and third level.

5. Showiness has no place during this early period.

6. A positive philosophy on the job will help in developing industry, inventiveness and enterprise.

2. How to avoid getting a "pink" slip on the first job.
Note to the teacher: Additional appropriate comments could be added to those given with each indicator.

a. Today's worker cannot rely totally on technical skills to advance on the job. As a new worker, one must mature quickly while on the first job. Often the first feedback is a pink slip or a raise. Employers expect workers to be able to judge their own performance. One must remember not to act like a high school student on the first job. One good sign of growth and maturity is one's readiness to learn under changing conditions. The following are indicators that can be used to evaluate one's "job maturity".

1. A mature worker is not possibly receiving, but is creatively acting.
   a. Has a sense of relative values.
   b. Has a feeling for the consequences of his/her actions.
   c. The important thing is not always what happens to a person, but how he/she takes it.

2. A mature worker has some awareness of the requirements of society.
   a. They want to share in the development of the business and community.
   b. Sharing is a vital part of maturing.
   c. They try to reduce their limitations.
   d. They are not completely wrapped in themselves.

3. A mature worker does not allow fantasy to determine employment goals and objectives.
   a. He/She knows what they can do with their ability and training.
   b. He/She can work toward goals with patience and determination.
   c. They can make allowances for the unexpected and irrational influences.

4. A mature worker can accept themselves as they are.
   a. If they need new skills, they will develop them.
   b. By being frank with themselves they will not feel humiliated.
   c. They are approachable.

5. A mature worker need not be a confirmed conformist.
   a. A person who always agrees with the boss will not always get ahead.
   b. One needs to use good judgment when disagreeing.
   c. Don't confuse rules with principles.
      1. A rule is an outward restriction.
      2. A principle is something inside one.

3. To obey a rule you only have to do what it says.
4. To obey a principle you have to use your mental and moral powers.

6. A mature worker can be relied upon under all circumstances.
   a. He/She is a good security risk.
   b. The mature worker does not transfer the blame for personal performance to someone else.
   c. They must accept failure as well as success.

7. A mature worker has self-control.
   a. They do not resort to anger, hate, cruelty and belligerency.
   b. Self-control is a factor in self-confidence.

8. A mature worker is open-minded.
   a. He/She must be able to listen to both sides of an issue.
   b. They will accept error in others.
   c. They will look for the other person's good qualities.

Application and Followup:

Point out at the beginning that the results of this exercise does not in any way affect their grade. Introduce the students to the performance evaluation form included with the lesson. Ask the students to complete this form considering their jobs to be that of a student. You as the teacher would be the employer. Ask the students to evaluate themselves as an employee (self-evaluation). You evaluate them as an employee (employer-evaluation). Compare the two evaluations. It is suggested a time be set aside when employer (teacher) and employee (student) could get together privately to discuss the evaluations.

HANDOUT

## Terminating the Job

Bob Winifield was a high school graduate who worked for a local Cenex farm service center. Most of the time he worked out of the store selling farm supplies, fuel etc. One day Bob had difficulty with a paint blending machine and asked Mr. Allen, his supervisor, for help. Mr. Allen was upset over the illness of his son and, although he quickly made the single adjustment of the machine, he spoke sharply to Bob about his not being able to do anything himself. Bob was angry. He soon developed a dislike for both Mr. Allen and everything about his job. Three months later, Bob called Mr. Allen on the phone and "told him off". Bob quit his job without giving any advance notice of his intention to do so. In the weeks following, Bob looked everywhere for a job. It seemed that word had gotten around town about his behavior on his first job. Nobody wanted to take a chance on getting an employee like that. He did finally get a job in another city.

# "Seven Secrets of Peak Performance"

What makes a high achiever?
Luck? Brilliance? Dedication?
They're a help. But in every walk of
life, star performers share
certain mental skills and habits
that anyone can learn.

By Morton Hunt

Two of my classmates in college hoped to have careers in publishing. Each was talented, personable, ambitious. Yet Roger now heads a multimillion-dollar book company while Jack has a full, modestly paying job editing business directories.

Why has one man flown so much higher than the other? Not because of luck, connections or dedication to work--but simply because Roger is a peak performer and Jack is not.

Charles Garfield, associate professor at the University of California's medical school in San Francisco and head of his own research institute, the Peak Performance Center, in Berkeley, has studied 1500 outstanding achievers in nearly every walk of life. He finds they all have certain traits in common--traits that are not innate but which <u>can be learned by anyone.</u>

This doesn't mean that everyone can become a company president or win an Olympic medal. It <u>does</u> mean that all of us can learn to make much more of the gifts we have. Here, based on Garfield's research, are seven steps that can lead to peak performance:

1. <u>Lead a well-rounded life.</u> High achievers, we often hear, are inevitably "Type A" personalities--hard-driving, obsessed people who bring work home and labor over it until bedtime. Not so, according to Garfield. "Such people tend to peak early," he says, "then go into a decline or level off. They become addicted to work itself, with much less concern for results."

   High performers, in contrast, are willing to work hard--but within strict limits; for them, work is not everything. When Garfield interviewed top executives in ten major industries, he found that they knew how to relax, could leave their work at the office, prized close friends and family life, and spent a healthy amount of time with their children and intimates.

2. Select a career you care about. Although he really wanted to edit children's books, my former classmate Jack chose business-directory publishing as a likelier path to a large salary. For 30 years he has dragged himself out of bed five days a week to work at something he doesn't care about--and which has never produced the hoped-for pay. If Jack had done what he really wanted to do, he might--or might not--have made more money. But he almost certainly would have been a happier and more successful human being.

   Garfield's data show that high performers choose work they truly prefer, and spend over two-thirds of their working hours doing it and only one-third on disliked chores. They want internal satisfaction, not just external rewards such as raises, promotions and power. In the end, of course, they often have both. Because they enjoy what they are doing, their work is better and their rewards higher.

3. Rehearse each challenging task mentally. Before any difficult or important situation--a board meeting, a public appearance, a key tennis match--most peak performers run through their desired actions in their minds over and over. Famed golfer Jack Nicklaus, for example, never takes a golf shot without first mentally visualizing the precise trajectory of his swing, the flight of the ball, the spot where it lands.

   Nearly all of us daydream about important coming events. But idle daydreaming isn't the same as a deliberate mental workout that hones the skills actually used in the activity. A pianist in China, imprisoned for seven years during the Cultural Revolution, played as well as ever soon after he was released. His explanation: "I practiced every day in my mind."

4. Seek results, not perfection. Many ambitious and hard-working people are so obsessed with perfection that they turn out little work. A professor I know has spent ten years preparing a study about a playwright. Haunted by the fear that she has missed something, she has yet to send the manuscript to a publisher. Meanwhile, the playwright--who was at the height of his fame when the project began--has faded from public view. The professor's study, even if finally published, will interest few.

   When University of Pennsylvania psychiatrist David D. Burns, author of Feedling Good: The New Mood Therapy, tested a major insurance company's top 69 salesmen, he found that those who had perfectionist tendencies earned from $8,000 to $10,000 less a year than those who did not. This does not surprise Garfield. High performers, he has found, are

almost free of the compulsion to be perfect. "They don't think of their mistakes as failures," he says. "Instead, they learn from them so they can do better the next time."

5. Be willing to risk. Most people stay in what Garfield calls the "comfort zone"--settling for security, even if it means mediocrity and boredom, rather than taking chances. I know an opera soprano who has a splended voice and is a fine actress but who has sung only the smallest roles. "I don't want the responsibilty of a major role," she says, "the whole evening depending on me, the audience listening to my every note."

This woman--and there are many people like her--isn't necessarily cowardly. She simply has made no effort to think through what might happen if she did fail. High performers, by contrast, are able to take risks because they carefully consider exactly how they would adjust--how they would salvage the situation--if, in fact, they did fail. "When I want to take a leap of some sort," one business executive told Garfield, "I construct a catastrophe report for myself. I imagine the worst that could happen if I tried my new plan, and then ask myself what I would do. Could I live with it? Frequently I can. If not, I don't take the chance."

Constructing a "worst-case scenario," as Garfield calls it, allows you to make a rational choice. If you remain immobilized by fear, you have no choice at all.

6. Don't underestimate your potential. Most of us think we know our own limits. But much of what we "know" isn't knowledge at all, but belief--erroneous, self-limiting belief. "And self-limiting beliefs," says Garfield, "are the biggest obstacle to high-level performance."

For many years everyone "knew" that running a mile in less than four minutes was "impossible". Articles published in journals of physiology "proved" that the human body couldn't do it. Then in 1954, Roger Bannister broke the four-minute barrier. Within two years ten other athletes had followed suit.

This is not to say there are no limits on how fast a human being can run--or on how much weight a person can lift or how well one can do any particular task. The point is: we rarely really know what these limits are. Thus too many of us too often set our individual limits far below what we could actually achieve.

High performers, on the other hand, are better able to ignore artificial barriers. They concentrate instead on themselves--on their feelings, on their functioning, on the momentum of their effort--and are therefore freer to achieve at peak levels.

7. Compete with yourself, not with others. High performers focus more intently on bettering their own previous efforts than on beating competitors. In fact, worrying about a competitor's abilities--and possible superiority--can often be self-defeating.

   Because most high performers are interested in doing the best possible job by their own standards, they tend to be "team players" rather than loners. They recognize that groups can solve certain complicated problems better than individuals and are therefore eager to let other people do part of the work. Loners, often over-concerned about rivals, can't delegate important work or decision-making. Their performance is limited because they must do everything themselves.

Such are the skills of high performers. If you want to make more of your talents--to live up to your full potential--then learn to use them. As Garfield explains, "I'm not saying 'Try harder' or 'Why don't you do better?' I am saying that you have the power to change your habits of mind and acquire certain skills. And if you choose to do so, you can improve your performance, your productivity and the quality of your whole life."

Employee's Name

1. In what capacity are you related to the employee named above? (Check the line.)

   1 _____ Employer  2 _____ Supervisor

   3 Other _____

2. What is the title of the job for which this employee is hired? _____

3. In the following aspects of employment, how well prepared was the employee previously named for the job for which hired? (Place the number of your response in the line after the statement.)

   1 = Not at all
   2 = Poorly
   3 = Somewhat
   4 = Well
   5 = Does not apply

   1. Job know-how, application of technical knowledge and skill. . . . . _____
   2. Use of tools and equipment . . . . . _____
   3. Selection and care of space, materials, and supplies . . . . . _____
   4. Quality of work, ability to meet quality demands _____
   5. Quantity of work, output of satisfactory amount _____
   6. Cooperativeness, ability to work with others . . _____
   7. Accepting advice and supervision . . . . . _____
   8. Dependability, thorough completion of a job without supervision. . . . . _____
   9. Initiative, doing jobs that need doing . . . . . _____
   10. Attendance, reporting for work regularly . . . . _____
   11. Appearance, presenting a business image. . . . . _____
   12. Adaptable to new situations. . . . . _____
   13. Being able to talk to the boss about job related problems . . . . . _____
   14. Serving the public, patient, etc. . . . . _____
   15. Safety habits, minimizing chance for accidents . _____

4. How would you rate the suitability of the employee previously named for the kind of job held? (Check the line that applies.)

   1. _____ Exceptionally able
   2. _____ Well
   3. _____ Acceptable
   4. _____ Poorly
   5. _____ Not at all

5. Below is a list of personal qualities and job skills. Check the line before the three you consider most important for a person entering the job held by the previously named employee.

1. _____ Is honest in word and deed.
2. _____ Reports for work regularly and on time.
3. _____ Understands spoken and written orders.
4. _____ Can listen and follow instructions correctly.
5. _____ Can read and follow written instructions correctly.
6. _____ Fulfills promises and obligations.
7. _____ Greets people in a friendly manner.
8. _____ Makes wise use of time.
9. _____ Displays an industrious attitude on the job.
10. _____ Speaks clearly and effectively.
11. _____ Is a cheerful, pleasant individual.
12. _____ Has the ability to work in haromony with co-workers.
13. _____ Exhibits personal cleanliness.
14. _____ Is happy in his/her work.
15. _____ Works alone or with minimum supervision.
16. _____ Stays with a task until completed.
17. _____ Displays an appropriate attitude toward company.
18. _____ Solves arithematic and numerical problems correctly.
19. _____ Exhibits emotional stability.
20. _____ Initiates undertakings, takes charge when need be.

Use the bottom of this sheet for other suggestions concerning high school occupational training.

UNIT: Personal Characteristics Needed for Successful Employment

Lesson 8: Making the Most of Your Individual & Group Leadership Skills

Need:

Leadership is an extremely complex social phenomenon. Throughout history, every type of society has had leaders. Leaders have ranged from such leaders as Hitler and Mussoline to types like Ghondi, Mohommed, and Christ. Leadership is complex, but it does exist. It exists as an activity in every group and in every social setting. Each individual is part of the leadership structure of their society or group regardless of the part they play. Progressive individuals who understand leadership can greatly improve their effectiveness.

References:

Sharpe, Dave, "Choosing Leadership Styles", Montguide, Cooperative Extension Service, MT 8404.

Objectives:

Following discussion, and study of leadership styles and given a series of situations, the students will be able to correctly select the leadership style that would be most effective.

Interest Approach:

Give the students the leadership test attached to this lesson. This will enable them to begin to identify what type of leadership style they tend to use.

| Key Questions, Problems or Concerns | Teaching Techniques and Procedures |
|---|---|
| 1. What is leadership? | a. There are two general types of leadership. Earned leadership is that type of leadership that is granted by the group. The appointed leader by virtue of his/her position.<br><br>b. "A leader is the person who has the know-how required at a particular point in a group and who is in a position where he can use this know-how to help the group achieve its goals". |

2. Some general principles of leadership.

a. Some principles of leadership may help expand your understanding of what leadership involves.

1. Effective leadership is not concentrated in one or two members of the group.
   a. Leadership is widespread in a group.
   b. Many leadership roles will surface in a mature group.
   c. The more members who can perform the various leadership roles, the stronger the group.
   d. The principle is applicable to both formal and informal groups.

2. Leadership is what an individual does while a member of a group, not what he/she is.
   a. Leadership consists of acts performed by members of the group.
   b. It is more than occupying a position.
   c. Consists of things a person does to help the age along.

3. Leadership must be accepted by other members of the group to be effective.
   a. It is not enough to have only know-how.
   b. The group must recognize his/her know-how and allow the person to use it.

4. A leader in one group will not necessarily be a leader in another.
   a. A leader reaches that status for a particular time and/or a particular activity.
   b. Leadership grows or emerges within a group.

c. It is not a set of characteristics that one person is born with and another is not.

5. A leader in one group under one set of circumstances may not be a leader of that same group in another set of circumstances.
   a. Leadership is situational.
   b. It is hard to import leadership into a group.

3. What are the most common leadership traits?

a. There is no consistent pattern of traits which characterizes all leaders.

1. The more common traits are probably: (1) physical and constitutional factors, (2) intelligence, (3) self confidence, (4) sociability (5) dominance, and (6) cheerfulness and enthusiasm.

2. Each person brings his/her own personality to the group.

3. Leadership is a function that is a combination of the individual as a member of the group, the group and the situation.

4. How can we describe the situational approach to leadership?

a. The situational approach.

1. Emphasis is on the group in which the person finds him/herself.

2. A person is brought to power by group interaction.

3. As conditions within the group change, leadership roles change.

5. A look at the major styles of leadership.

   a. One writer has designated five leadership roles which will help you envision the range of leadership styles. (OH 1-7).

6. What is the ultimate test of effective leadership?

   a. The degree to which goals or tasks are accomplished.

   b. The degree to which the group, after having completed the task, can and will continue to accomplish other tasks.

   c. The degree to which the group could continue to function when new leadership emerges.

Application and Followup:

Provide each student with a copy of handout number 2. The handout describes a number of different situations. The students should decide the best leadership style to use and explain why.

# ACTIVATOR LEADERSHIP ROLE

| | |
|---|---|
| ROLE EXPECTATIONS | INVOLVES OTHERS IN PROBLEMS<br>PEOPLE BACK WHAT THEY CREATE<br>ROLE IS TO FACILITATE GROUP<br>TEAM WORK IS ESSENTIAL |
| IMITIATES | INTRODUCES SUBJECT<br>AROUSES INTEREST<br>OPENS COMMUNICATION |
| MOTIVATION TECHNIQUE | STIMULATES, LISTENS, INVOLVES |
| WHEN ABSENT | GROUP LIKELY TO CONTINUE<br>PRODUCTIVE ACTIVITY |

# CONTROLLER LEADERSHIP ROLE

| | |
|---|---|
| ROLE EXPECTATIONS | People are lazy, need supervision<br>Creativity is rare<br>"Accomplish the mission!"<br>Apply power to stimulate |
| JUDGES OTHERS | Stands over people, hands on waist<br>"You're not doing what I told you"<br>"That will never work" |
| REGIMENTS | Rigid agenda, tightly controlled<br>Determines goals herself<br>Tells others what to do<br>People are object to be directed |
| MOTIVATION TECHNIQUE | Uses power<br>Rewards and punishes<br>Directed at people's security need |
| WHEN ABSENT | Activity ceases<br>Group may post a lookout<br>Members laugh and play |

# ABDICATOR LEADERSHIP ROLE

| | |
|---|---|
| ROLE EXPECTATIONS | LET OTHERS ASSUME RESPONSIBILITY<br>DON'T TAKE ANY RISKS |
| WITHDRAWS | AVOIDS OR MISSES MEETINGS<br>IGNORES PROBLEM, MAYBE IT WILL GO AWAY<br>"LET GEORGE DO IT". |
| POSTPONES ACTION | "LET'S WAIT AND SEE WHAT HAPPENS".<br>"LET'S WAIT UNTIL THE STUDIES ARE IN". |
| AVOIDS RESPONSIBILITY | PREOCCUPIED WITH SMALL DETAILS<br>"IT'S NOT OUR JOB".<br>BLAMES BAD DECISIONS ON SUBORDINATES |
| MOTIVATION TECHNIQUE | CREATES A LEADERSHIP VACUUM THAT SOMEONE ELSE EVENTUALLY FILLS |
| WHEN ABSENT | MAKES LITTLE DIFFERENCE |

# MARTYR LEADERSHIP ROLE

| | |
|---|---|
| ROLE EXPECTATIONS | FOLLOW THE BOOK OR ELSE<br>USE GUILT TO ENFORCE THE RULES |
| OVERWORKS SELF | ALWAYS CARRIES BIGGEST BURDEN<br>"I'LL DO IT, I HOPE IT WON'T KILL ME".<br>CLEANS UP AFTER EVERYONE. |
| SEEKS PITY | "MY BACK IS KILLING ME".<br>"I WORK SO HARD, BUT NEVER GET DONE".<br>"MY WIFE HAS THREATENED TO LEAVE ME IF I GO TO ONE MORE NIGHT MEETING". |
| MOTIVATION TECHNIQUE | USE GUILT<br>OTHERS TRY TO EASE HIS LOAD<br>OTHERS MAY WIND UP AVOIDING HIM |
| WHEN ABSENT | PRODUCTIVITY MAY DEPEND ON LEVEL OF GUILT |

# CAVALIER LEADERSHIP ROLE

| | |
|---|---|
| ROLE EXPECTATIONS | PLEASURE COMES FIRST<br>PEOPLE WORK BEST WHEN HAVING FUN<br>WANTS PEOPLE TO LIKE HIM |
| ENTERTAINS | TELLS JOKES, LAUGHS A LOT<br>PROMOTES SOCIALS, PARTIES<br>CHAIRMAN OF THE ENTERTAINMENT COMMITTEE<br>"LET'S HAVE FUN WHILE WE WORK" |
| MOTIVATION TECHNIQUE | PEOPLE WORK FOR HIM BECAUSE THEY LIKE HIM |
| WHEN ABSENT | GROUP MAY SPEED UP FUN AND GAMES<br>MAY BECOME ACTIVELY PRODUCTIVE |

# SEVEN DEADLY SINS OF LEADERSHIP

1. HAUGHTINESS - THINKING HIGHLY OF ONESELF AND POORLY OF OTHERS.
2. ARROGANCE - CLAIMING MUCH FOR ONESELF AND GIVING LITTLE TO OTHERS.
3. PRIDE - AN ABSORBING SENSE OF ONE'S OWN GREATNESS.
4. DISDAIN - SEEING COMTEMPTOUSLY THE INFERIORITY OF OTHERS COMPARED TO YOURSELF.
5. PRESUMPTION - CLAIMING PLACE OR PRIVILEGE ABOVE ONE'S RIGHT.
6. ASSUMPTION - ASSUMING SUPERIORITY AND PRIVILEGE WHICH OTHERS WOULD BE SLOW TO CONCEDE.
7. VANITY - INTENSELY CRAVING ADMIRATION AND APPLAUSE.

# TEN CHARACTERISTICS OF A GOOD LEADER

1. PERSISTENCE. NO INSISTENCE. A STRONG LEADER HANGS ON A LITTLE LONGER, WORKS A LITTLE HARDER.

2. IMAGINATION. HARNESSES IMAGINATION TO PRACTICAL PLANS THAT PRODUCE RESULTS.

3. VISION. THE PRESENT IS JUST THE BEGINNING. HE IS IMPRESSED WITH THE POSSIBILITIES OF THE FUTURE.

4. SINCERITY. CAN BE TRUSTED.

5. INTEGRITY. HAS PRINCIPALS AND LIVES BY THEM.

6. POISE. NOT OVERBEARING, BUT IS FRIENDLY, ASSURED.

7. THOUGHTFULNESS. CONSIDERATE, AWARE OF FEELINGS OF OTHERS.

8. COMMON SENSE. GOOD JUDGMENT BASED ON REASON.

9. ALTRUISM. LIVES BY THE GOLDEN RULE.

10. INITIATIVE. GETS THINGS STARTED -- NOW!!

# UNDERSTANDING YOUR LEADERSHIP BEHAVIOR FORM

Name: _____ Date: _____

When you are a member of a group, what is your leadership behavior like? In what ways do you try to influence other group members toward accomplishing the group's goals? The purpose of the survey below is to get a description of your behavior in groups in order to introduce a discussion on leadership theories. Circle the letter to the left that most appropriately describes your likely behavior -- (A) always, (F) frequently, (O) occasionally, (S) seldom, or (N) never -- in connection with the given statement. Each of the items below describes aspects of leadership behavior; respond to each one according to the way in which you would be most likely to act if you were part of a problem-solving group.

When I am a member of a problem-solving group. . . . .

A:F:O:S:N 1. I offer facts, give my opionions and ideas, provide suggestions and relevant information to help the group discussion.

A:F:O:S:N 2. I warmly encourage all members of the group to participate, giving them recognition for their contributions, demonstrating receptivity and openness to their ideas, and generally being friendly and responsive to them.

A:F:O:S:N 3. I ask for facts, information, opinions ideas, and feelings from other group members to help the group discussion.

A:F:O:S:N 4. I try to persuade members to analyze constructively their differences in opinions and ideas, searching for common elements in conflicting or opposing ideas or proposals, and trying to reconcile disagreements.

A:F:O:S:N 5. I propose goals and tasks in order to start action within the group.

A:F:O:S:N 6. I try to relieve group tension and increase the enjoyment of group members by joking, suggesting breaks, and proposing fun approaches to group work.

A:F:O:S:N 7. I give direction to the group by developing plans on how to proceed with group work and by focusing members' attention on the tasks to be done.

A:F:O:S:N 8. I help communication among group members by showing good communication skills and by making sure that what each member says is understood by all.

A:F:O:S:N 9. I pull together related ideas or suggestions made by group members and restate and summarize the major points discussed by the group.

From Joining Together, by David and Frank Johnson.

A:F:O:S:N 10. I ask members how they are feeling about the way in which the group is working, and about each other, as well as share my own feelings about group work and the way the members interact.

A:F:O:S:N 11. I coordinate group work by showing relationships among various ideas or suggestions, by pulling ideas and suggestions together, and by drawing together activities of various subgroups and members.

A:F:O:S:N 12. I observe the process by which the group is working and use my observations to help in examining the effectiveness of the group.

A:F:O:S:N 13. I determine why the group has difficulty in working effectively and what blocks progress in accomplishing the group's goals.

A:F:O:S:N 14. I express group standards and norms and the group goals in order to make members constantly aware of the direction in which the work is going -- the progress being made toward the group goals -- and in order to get continued open acceptance of group norms and procedures.

A:F:O:S:N 15. I energize the group by stimulating group members to produce a higher quality of work.

A:F:O:S:N 16. I listen to and serve as an interested audience for other group members, weighing the ideas of others, and going with the movement of the group when I do not disagree with its action.

A:F:O:S:N 17. I examine how practical and workable the ideas are, evaluate the quality of alternative solutions to group problems, and apply decisions and suggestions to real situations in order to see how they will work.

A:F:O:S:N 18. I accept and support the openness of other group members, reinforcing them for taking risks, and encouraging individuality in group members.

A:F:O:S:N 19. I compare group decisions and accomplishments with group standards, measuring accomplishments against goals.

A:F:O:S:N 20. I promote the open discussion of conflicts between group members in order to resolve disagreements and increase group togetherness.

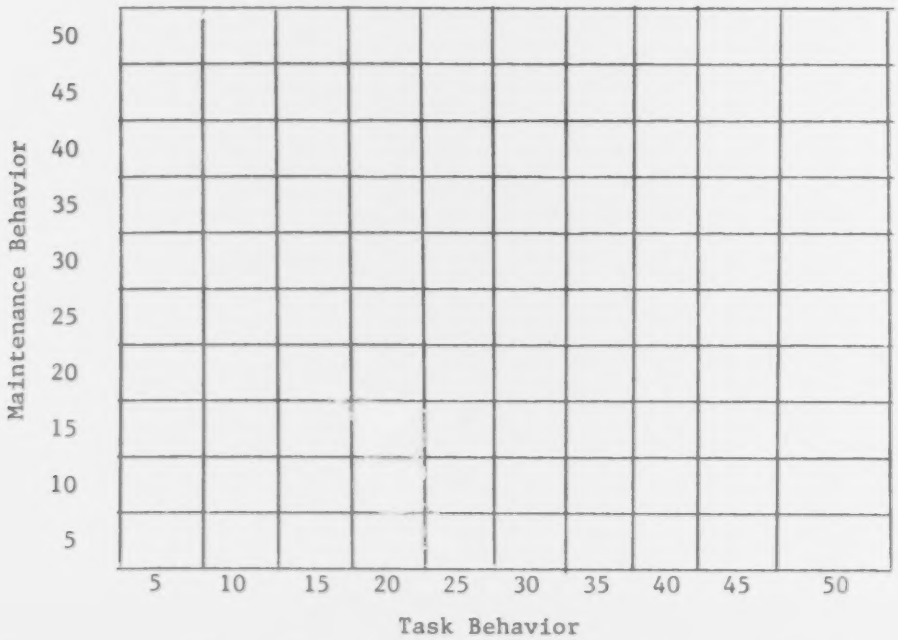
The procedure for analyzing your responses to the survey.

1. If you circled (A) give yourself 5 points, (F) is 4, (O) is 3, (S) is 2, and (N) is 1 point.

2. To get your total score for task functions and maintenance functions, which will be discussed fully a moment, write the score for each statement in the following table.

| TASK FUNCTIONS | MAINTENANCE FUNCTIONS |
|---|---|
| ___ 1. Information and opinion giver | ____ 2. Encourager of participation |
| ___ 3. Information and opinion seeker | ____ 4. Harmonizer and compromiser |
| ___ 5. Starter | ____ 6. Tension reliever |
| ___ 7. Direction giver | ____ 8. Communication helper |
| ___ 9. Summarizer | ____10. Evaluator of emotional climate |
| ___11. Coordinator | ____12. Process observer |
| ___13. Diagnoses | ____14. Standard setter |
| ___15. Energizer | ____16. Active listener |
| ___17. Reality tester | ____18. Trust builder |
| ___19. Evaluator | ____20. Interpersonal problem solver |
| _____ Total for task functions | _____ Total for maintenance functions |

Task Maintenance Grid




Locate yourself on the Task Maintenance Grid above by finding your score for task functions on the bottom, horizontal axis of the grid and move up the column corresponding to your last score to the point of intersection with your score for maintenance functions. Place an "x" at the intersection that represents your two scores.

From Joining Together by Frank & David Johnson

LEADERSHIP SITUATIONS

1. You are the new president of the FFA Chapter. This year you will have many new leaders. You are planning the first meeting of the year. Which style of leadership would you select? What would you do at the meeting?

2. You are leading a group of FFA members on a nature hike. Suddenly you are bitten by a rattlesnake. Which style of leadership would be most effective? What would you do?

3. You are a counselor in your cabin at camp. It is 1:30 AM and the campers still haven't settled down. Which leadership style would be most effective? What would you do?

4. As committee chairperson, you've helped plan a chapter tour of member's homes to see each other's projects. One of the older members makes fun of a new member's calf saying it looks more like a camel than a calf. Which leadership style would be most effective? What would you do?

5. You are one of three members from your chapter on a committee to plan activities for camp. The other two are a boy and girl who are far more interested in each other than in planning rainy day activities for campers. You've been meeting for an hour and a half and accomplished nothing. Your parents will

be arriving to take you home in half an hour. Which leadership style would be most effective? What would you do?

6. Your chapter elections are taking place at this meeting. You've just been nominated for your second term as president. No one else wants the job. They emphasize that you have the experience and are doing a great job plus you are the oldest member. Which leadership style would be most effective? What would you do?

7. You really want your chapter to win the livestock judging contest at the fair. The other members agreed they did too. But at the fair nobody wants to do any practicing. They are content to let you practice while they're off having fun. Which leadership style would be most effective? What would you do?

8. Your chapter has just completed a long, hard but successful fund raising campaign. You are planning the next meeting. Which leadership style would be most effective? What would you do at the meeting?

9. You are president of your chapter. At this meeting you will be planning chapter activities for the coming year. Which leadership style would be most effective? What would you do?